

Life Skills

[Life Skills for Success Common Approach 2 pager](#)

This brief describes the Life Skills for Success toolkit. Life Skills for Success is Save the Children's approach to the development of a set of foundational skills, competencies, behaviors, attitudes, and personal qualities which enable young people to effectively navigate their environment, work well with peers, and achieve their goals.

The toolkit is primarily focused on skills for the transition to work, but it can be used to increase critical life skills for Adolescent Sexual Reproductive Health and Rights (ASRHR) or as part of an integrated program.

Mentorship and Guidance

[Role of Youth in Action's Mentorship Program in Successful Rural Livelihoods in Uganda](#)

Youth in Action (YiA), is a six-year youth learning and livelihoods program in partnership with Mastercard Foundation. The program works to improve the sustainable livelihoods of over 40,000 out-of-school girls and boys in rural Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda. As part of the program's research and learning agenda, the team undertook research with youth who had graduated from the program nine months or more in the past. In Uganda, this qualitative tracer study focused on mentorship. The research provides recommendations for future livelihoods programming including mentorship components.

[Learning Narrative: Mentorship for successful rural livelihoods](#)

Youth in Action (YiA), is a six-year youth learning and livelihoods program in partnership with Mastercard Foundation. The program works to improve the sustainable livelihoods of over 40,000 out-of-school girls and boys in rural Burkina Faso, Egypt, Ethiopia, Malawi and Uganda. As part of the program's research and learning agenda, the team created a series of six Learning Narratives that draw together key learning in areas related to youth livelihoods programming. The Learning Narrative on Mentorship for Successful Rural Livelihoods focuses on exploring and analyzing the impact of YiA's mentorship strategy and understanding how it contributed to youth business development.

Literacy and Numeracy /secondary education

[Safe back to School: A practitioner's guide](#)

Save the Children, together with other agencies of the Global Education Cluster Strategic Advisory Group, has developed a Safe Back to School (SB2S) practitioners' guide which aims to provide guidance to program teams on how to plan an integrated, participatory process for safe school reopening applicable in all contexts across the humanitarian-development nexus. The guide has been developed in response to the global COVID-19 pandemic which led to many school closures and offers a unique multi-sectoral opportunity for governments and school communities to build back better and strengthen the resilience of their education systems. The Safe Back to School guide builds on the UN Framework for Reopening Schools, and provides concrete actions that can be taken to operationalise these global policy recommendations. Please take care to contextualise any actions chosen, and be aware that not all actions will be appropriate in all contexts, and will have to be contextualised based on local practices and aligned with government standards.

[LEARN: Neighbourhood-based blended learning for adolescent Syrian refugees](#)

This case study will describe the unique context adolescent Syrian refugees in Gaziantep, Turkey face in regards to accessing relevant and realistic educational opportunities. It details how the LEARN project attempted to provide educational opportunities that navigated the complex and unique challenges adolescents face, presents recommendations for overcoming those challenges, and shares lessons learned that could benefit others looking to engage hard-to-reach adolescent boys and girls, and refugees living in host communities in particular, in NFE programming.

[“I Want to Continue to Study”: Barriers to secondary education for Syrian refugee children in Jordan](#)

As the conflict in Syria enters its 10th year, the education crisis for Syrian refugee children in Jordan who now are progressing into secondary education has become more acute. Many children are unable to access education because of poverty, lack of affordable education, poor quality of education, the low value of continuing education, administrative barriers, and inadequate accommodations for children with disabilities.

Through interviews with Syrian refugee families and children, staff at humanitarian agencies and NGOs, and donor and government officials, this report finds that obstacles to education become more severe for refugee children who enter secondary school. It also finds that humanitarian education planning has largely overlooked the needs of this vulnerable age group.

[Global Education Digest 2011: Comparing education statistics across the world](#)

Produced by the UNESCO Institute for Statistics (UIS), the 2011 Global Education Digest (GED) presents a wide range of indicators on the extent to which girls and boys are enrolling and completing secondary education. It describes trends in participation/completion of lower and upper secondary education from 1970 to the present, as well as disparities in access to education of children of secondary school age. The report reveals that two out of three children in Africa are left out of secondary school and how governments are struggling to meet the rising demand for secondary education, especially in sub-Saharan Africa, where there are enough school places for just 36% of children of age to enrol. Globally, secondary schools have been accommodating almost one hundred million more students each decade, with the total number growing by 60% between 1990 and 2009. But the supply is dwarfed by demand as more countries approach universal primary education. In 2009, 88% of children enrolled in primary school reached the last grade of this level of education, compared to 81%. Yet, in 20 countries — mostly in sub-Saharan Africa — a child in the last grade of primary school has a 75% chance at best of making the transition to lower

[Promising Practices in Refugee Education: Two schools in one: Management of high enrollment in refugee secondary schools](#)

Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company. Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities. This case study presents findings from Kenya.

[The Secondary Impacts of COVID-19 on Women and Girls in Sub-Saharan Africa](#)

This rapid review focuses on identifying evidence on the secondary impacts of COVID-19 on women and girls in Sub-Saharan Africa (SSA). It aims to enable a greater understanding of the

unique circumstances of women and girls in the region, which could assist with the provision of effective support throughout the COVID-19 crisis and its aftermath. Guided by available evidence, the review explores the impact of the COVID-19 pandemic on women and girls in SSA across various issues. These include some of the following – girls’ education, social protection, unintended pregnancies, access to health services, poverty, livelihood, land rights, women’s and girls’ informal employment, food security and nutrition, female health workforce, and access to WASH.

[Global education monitoring report 2020: gender report, A new generation: 25 years of efforts for gender equality in education \(available also in French\)](#)

The 2020 GEM Gender Report is critical. It looks at progress made since 1995, when the international community made a landmark commitment to advancing women’s rights by adopting the Beijing Declaration and Platform for Action. This progress is real: over the past 25 years, 180 million more girls have enrolled in primary and secondary school, and girls’ learning outcomes have improved. Female enrolment in tertiary education has risen three times. However, we are still a long way from fulfilling our commitments to gender equality.

Financial Literacy

[The FLASH Toolkit](#): The Financial Literacy and Sexual Health Toolkit: Young Adults 15-19

This curriculum is for young adults aged 15-19 years and combines financial literacy, livelihoods readiness, sexual and reproductive health, and gender-equitable content delivered in a fun and interactive way. It can be used in small groups to support social network and social capital development, build life skills and protective assets, and support reflection and dialogue for transformation of gendered attitudes, behaviors and norms.

[Youth Savings in Developing Countries](#)

Research and experience to date suggest that savings accounts for low-income youth may be a high-leverage tool to achieve both youth development and financial inclusion objectives. This potential has led a variety of stakeholders to invest in youth savings products, programs, and policies around the world. However, there is limited evidence on whether these initiatives are fulfilling either type of development potential, or what types of youth savings initiatives might potentially achieve both. More experimentation and research on these questions are needed to optimize public and private investment in this area. This paper explores the potential of youth savings accounts (YSAs) as an intervention at the nexus of youth development and financial inclusion by reviewing: 1) current evidence on the potential effects of YSAs on these two development goals; 2) current trends in the state of practice on YSAs in developing countries, drawing out any implications for achieving these goals; and 3) what information is still needed before we can fully understand whether and how YSAs could actually achieve this dual potential.

Market relevant technical skills

[Cash Transfer and Youth-led Procurement Assessment Report: Ethiopia](#)

Youth in Action Ethiopia is a six-year project implemented by Save the Children in partnership with the MasterCard Foundation. The program aims at improving the socioeconomic status of 9050 out of school youth between the ages of 14 and 18. The overarching aim of the program is to support youth to build foundational skills in literacy and numeracy, financial literacy, and social assets that will help them to succeed in livelihoods activities. Upon completion of the five-month learning

cycle, youth will be supported to map out and select viable pathways to return to school and/or choose a career in the agricultural sector.

Adolescent and Youth Participation

Youth Participation Best Practices Toolkit: Part I: This is the first part of the Youth Participation Toolkit, coordinated by Save the Children. A central element of Save the Children’s Child Rights Programming guidelines is to ensure the participation of children and young people. Participation enables children and youth to influence the actions and decisions affecting their lives and empowers them to advocate for their rights. This toolkit focuses on social and civic empowerment because numerous other manuals are available that cover economic empowerment. It contains tools, methods, tips, exercises, and training workshops for improving youth participation. The Education for Youth Empowerment (EYE) programme targets a relatively wide age group, 12 – 24 year olds, in various countries. The toolkit is rather generic so prospective users have to consider whether tips, tools, methods, and exercises are appropriate for their intended context, culture, and age group before applying them.

Starting from Girls: They are the source to trigger a change!: Today more than ever there is a need to invest in adolescents and youth, especially in Sub-Saharan Africa. A demographic boom is expected by 2050, with a rise in Africa’s population to over two billion people, making up 25% of the entire global population, compared to 15% of today. This potential presents a unique situation, and planning for it needs to be taken seriously into consideration.

A huge proportion of the population in Africa is made up of adolescents and youth. Among these, girls and young women still face inequalities and discrimination which constantly undermine the process of improving their status, as well as their socio-economic rights. On average, the level of female human development is 13% lower than that of males.

This Save the Children paper poses several questions on how to better promote the role of girls, and why doing so is important. It guides the reader through an interesting and important pathway, indicating what is still overlooked or unknown about girls, their work and their potential, and it suggests possible directions to be followed by policymakers.

Youth Innovation Lab 2 Page Overview

The Youth Innovation Lab (YIL) is a Save the Children initiative that brings together local young leaders, experts, and entrepreneurs, to develop innovative social or business solutions to local problems related to the United Nations Sustainable Development Goals. Concretely, it is a framework dedicated to innovation, sustainable development, and/or entrepreneurship, aiming to provide young people with a setting in which they can apply themselves and work together to find solutions to the challenges faced by their own communities, thereby enabling adolescents and youth to collaborate and engage in achieving the SDGs.

Adolescent and Youth Empowerment in general

Adolescents Skills for Successful Transition Position Paper: This document provides Save the Children’s position on Adolescent Skills for Successful Transitions (ASST) across the full spectrum of humanitarian and development interventions including: What is ASST? How does ASST contribute to Save the Children’s (SC) 2030 Breakthroughs? Why invest in ASST work? What is an

ASST framework? The last section includes building blocks and best practice principles for programming and Save the Children's unique role in advancing ASST work.

Education for Youth Empowerment, EYE: Over 40% of Cambodia's population is under 18 years of age. Without timely investments in vocational and civic education, young Cambodians will find it difficult to fully participate in society, and they will become increasingly marginalised.

The EYE programme elaborated by Save the Children aims to empower vulnerable young people in rural and urban areas through non-formal education and training to become active economic, social and political citizens. It will do so by enhancing their literacy and life-skills capacity, linking them to enterprise-based training and gainful employment

Enabling Environment for Adolescents and Youth

Learning Narrative: Family Support and Youth Livelihood Development: Youth in Action (YiA), is a six-year youth learning and livelihoods program designed by Save the Children in partnership with Mastercard Foundation. The program works to improve the sustainable livelihoods of over 40,000 out-of-school girls and boys in rural Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda.

As part of the program's research and learning agenda, the team created a series of six Learning Narratives that draw together key learning in areas related to youth livelihoods programming. The Learning Narrative on Family Support and Youth Livelihood Development focuses on YiA affected the material, emotional and financial support of families towards youth.

Learning Narrative: Connecting youth to local services: Youth in Action (YiA), is a six-year youth learning and livelihoods program designed by Save the Children in partnership with Mastercard Foundation. The program works to improve the sustainable livelihoods of over 40,000 out-of-school girls and boys in rural Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda.

As part of the program's research and learning agenda, the team created a series of six Learning Narratives that draw together key learning in areas related to youth livelihoods programming. The Learning Narrative on Connecting Youth to Local Services focuses on identifying and analyzing the strengths and limitations of the services that YiA connected youth to through its youth livelihoods programming.

Others

Common Approach to Sponsorship Programming: Adolescent development module: CASP is a systematic approach to sponsorship-funded programming that includes common results frameworks that build on best practice, a range of recommended strategies and interventions to be adapted based on the local context, and common indicators. This Save the Children module provides step-by-step guidance on developing, implementing, and monitoring a successful Adolescent Development program in the context of sponsorship.

Pathways to Opportunity - Supporting Rural Youth to Leverage Decent Work: Evidence from the cross-sectoral Youth in Action program: While there is a growing body of research on programming for youth livelihood development, the evidence on the effectiveness of these programs is mixed. Additionally, there are still questions around equity: who benefits from these programs and who is left behind? To address some of these research gaps, Save the Children embedded 32 studies into the six years of implementing Youth in Action (YiA). The studies included summative outcomes assessments in each country; the remaining 23 studies were

operational research, primarily using mixed methods approaches, to understand the dimensions of youth skill development, family support, mentorship, business development, and gendered barriers to livelihood development. The goal of this report was to synthesize the findings from this formative and summative research in YiA to reflect on the key evidence-based lessons and provide recommendations for future programming and research.

Youth Economic Empowerment: Plan's vision for putting young men and women in productive training and decent work: the youth economic empowerment (YEE) Pathway is the ultimate reflection of Plan's commitment to enabling young people who are Not in Education, Employment or Training (NEET) in their journey towards quality jobs, starting from the choice of skill training, through to their durable integration into the labour market.

UNICEF Adolescents Empowerment Technical Note: Empowerment is a complex concept, and any program and policy work to support adolescents requires a thorough, nuanced exploration of the local context, broader research base on empowerment as it relates to the specific adolescent population the program aims to reach, and desired outcomes.

UN Declaration on Children, Youth and Climate Change: A pledge to uphold priorities identified by children and youth throughout the world.

UNICEF Adolescent Development and Participation: Investing in adolescents builds strong economies, inclusive communities and vibrant societies.

Global Employment Trends for Youth 2020: Technology and the future of jobs: Incorporating the most recent labour market information available, this report sets out the youth labour market situation around the world. Incorporating the most recent labour market information available, Global Employment Trends for Youth sets out the youth labour market situation around the world. It shows where progress has or has not been made, updates world and regional youth labour market indicators, and gives detailed analyses of medium-term trends in youth population, labour force, employment and unemployment.

The 2020 edition discusses the implications of technological change for the nature of jobs available to young people. It focuses on shifts in job characteristics, sectors and skills, as well as examining the impact of technological change on inequalities in youth labour markets.

Good Practices in Adolescent and Youth Programming: This document focuses on good practices in adolescent and youth programming, with the aim of recommending evidence proven 'best buys' that respond to the situation and priorities for adolescents and youth in the Middle East and North Africa region.

UNICEF Développement et participation des adolescents: L'investissement en faveur des adolescents permet de construire des économies robustes, des communautés ouvertes à tous et des sociétés florissantes.

Tendances mondiales de l'emploi des jeunes 2020: La technologie et l'avenir des emplois:

Intégrant les informations les plus récentes disponibles sur le marché du travail, ce rapport présente la situation du marché du travail des jeunes dans le monde. Intégrant les informations les plus récentes disponibles sur le marché du travail, les Tendances mondiales de l'emploi des jeunes présentent la situation du marché du travail des jeunes dans le monde. Il montre les progrès accomplis ou non, met à jour les indicateurs mondiaux et régionaux du marché du travail des jeunes et fournit des analyses détaillées des tendances à moyen terme de la population, de la main-d'œuvre, de l'emploi et du chômage des jeunes. L'édition 2020 aborde les implications du changement technologique sur la nature des emplois disponibles pour les jeunes. Elle se concentre sur l'évolution des caractéristiques des emplois, des secteurs et des compétences, et examine l'impact du changement technologique sur les inégalités sur les marchés du travail des jeunes.

Rapport mondial de suivi sur l'éducation 2020 : rapport sur l'égalité des genres, une nouvelle génération : 25 ans d'efforts pour atteindre l'égalité des genres dans l'éducation:

Le rapport GEM 2020 sur le genre est essentiel. Il examine les progrès réalisés depuis 1995, date à laquelle la communauté internationale s'est engagée à faire progresser les droits des femmes en adoptant la déclaration et le programme d'action de Pékin. Ces progrès sont réels : au cours des 25 dernières années, 180 millions de filles supplémentaires se sont inscrites à l'école primaire et secondaire, et les résultats scolaires des filles se sont améliorés. Le nombre de femmes inscrites dans l'enseignement supérieur a été multiplié par trois, mais nous sommes encore loin de respecter nos engagements en matière d'égalité des sexes.